



## Thomas Harding Junior School

Fullers Hill, Chesham, Buckinghamshire, HP5 1LR

Telephone: 01494 782211 Fax: 01494 786098 Email: [office@tha.odbst.org](mailto:office@tha.odbst.org)

### **Pupil Premium Policy 2025-2026**

#### **Aims:**

At Thomas Harding Junior School, we have high aspirations and ambitions for our children and we believe that no child should be disadvantaged for any reason. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference. Thomas Harding are determined to ensure that all of our children are given every chance to realise their potential.

#### **Background:**

Pupil Premium is an allocation of funding from the Government that is given separately to the main school budget. The government provide this money to help school address the current national underlying inequalities between children eligible for free school meals (FSM) and their peers.

The Government has identified pupils entitled to free school meals (FSM), looked after children and service children as indicators of deprivation, and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six year period.

At Thomas Harding Junior School we will be using the indicator of those eligible for FSM as well as identified vulnerable groups as our target children to 'close the gap' regarding attainment.

#### **Context:**

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

#### **Key Principles:**

By following the key principles below, we believe we can maximise the impact of our pupil premium spending.

#### ***Building Belief***

We will provide a culture where:

- staff believe in all children
- there are "no excuses" made for underperformance
- staff adopt a "solution-focused" approach to overcoming barriers
- staff support children to develop positive mindsets towards learning



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### ***Analysing Data***

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and areas for development across the school
- All governors, but especially the pupil premium champion, are involved in data analysis
- We use research to support us in determining the strategies that will be most effective

### ***Identification of Pupils***

We will ensure that:

- All teaching staff and support staff are involved in the analysis of data and identification of pupils
- All staff are aware of who pupil premium and vulnerable children are
- All pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children's individual needs are considered carefully so that we provide support for those children who could be doing "even better if...."

### ***Teacher Development***

We will continue to ensure that **all** children across the school receive at least good teaching, with increasing percentages of outstanding teaching achieved by:

- Setting high expectations of teaching staff
- Ensuring consistent implementation of the school policies
- Sharing good practice within the school and draw on external expertise
- Providing high quality CPD
- Maintaining highly accurate assessment through joint levelling and moderation

### ***Individualising support***

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Matching the skills of the support staff to the interventions they provide
- Providing extensive support for parents
  - ☐ to develop their own skills (, Literacy, Maths, e-safety, ICT,)
  - to support their children's learning within the curriculum to
  - ☐ manage in times of crisis
- Tailoring interventions to the needs of the child (e.g. Targeted maths and English pre teaching and revision sessions in the afternoons)
- Recognising and building on children's strengths to further boost confidence particularly in sports, the arts and in music

### ***Going the Extra Mile***

In our determination to ensure that all children succeed we recognise the need for and are committed to providing completely individualised interventions for set periods of time to support children in times of crisis.

### ***Monitoring and Evaluation:***

We will ensure that:

- A wide range of data is used – achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice



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- Assessment Data is collected half termly so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Teaching staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working
- Case studies are used to evaluate the impact of pastoral interventions, such as on attendance and behaviour
- A designated member of the SLT maintains an overview of pupil premium spending
- The pupil premium governor has responsibility for monitoring and evaluating spending and outcomes

### Reporting:

When reporting about pupil premium funding we will include:

- Information about the context of the school
- Objectives for the year
- Reasons for decision making
- Analysis of data
- Use of research
- Nature of support and allocation
- Learning in the curriculum
- Social, emotional and behavioural issues
- Enrichment beyond the curriculum
- Families and community
- An overview of spending to include:
  - ☐ Total PPG (pupil premium grant) received Total
  - ☐ PPG spent
  - ☐ Total PPG remaining
  - ☐ a summary of the impact of PPG
- Performance of disadvantaged pupils (compared to non-pupil premium children)
- Other evidence of impact e.g. OFSTED, Accreditations
- Case studies (pastoral support, individualised interventions)
- Implications for pupil premium spending the following year

The Governing Body will consider the information provided and will ensure that there is an annual statement to the parents on the school website outlining how the Pupil Premium funding has been used to address the issue of closing the gap for pupils eligible for Pupil Premium.

This task will be carried out in line with the requirements published by the Department for Education.